



WHITEMAN PARK
CONSERVATION • RECREATION • EDUCATION

Teacher Resources

Bill and Beryl's Big Day Out

Year One



Whiteman Park acknowledges the Wadjuk people of the Noongar nation as the Traditional Custodians of the land on which we work, learn and play.

Acknowledgements

These resources were developed by Whiteman Park's education team for general classroom use. Teachers may duplicate these resources for education purposes only.

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Teacher Notes

These classroom activities are based on Whiteman Park's *Bill and Beryl's Big Day Out* education program. They will assist you and your students to make the most of the program by establishing knowledge before the excursion and by giving you extension material to use back in the classroom after your visit.

These resources support topics from the Year 1 HASS WA Curriculum in the area of History and explore present and past family life.

We look forward to welcoming you and your class to Revolutions Transport Museum at Whiteman Park soon!

A Guide for Using These Resources

These resources can be used collectively or as stand-alone activities.

Each Learning Activity begins with an overview provided for guidance. Detailed teacher instructions are outlined, along with a reference to the relevant Curriculum links. Many Learning Activities are also supported by student worksheets and activity resources, as outlined below:

- **Activity Resource** – a reference image or other resource that teachers need to share with the class for them to complete the activity.
- **Worksheet** – an activity sheet that is designed to be copied and circulated to students. They may be completed either individually or in groups, as outlined in the instructions for each activity.

To help you find the video and online resources that have been linked in this document, please visit our website at: www.whitemanpark.com.au/education/teacher-information/teacher-resource-links



About Revolutions Transport Museum

Whiteman Park's history programs take place at Revolutions Transport Museum, our own land transport and technology museum founded on the Whiteman Collection.

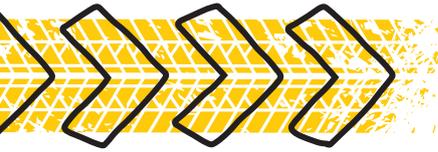
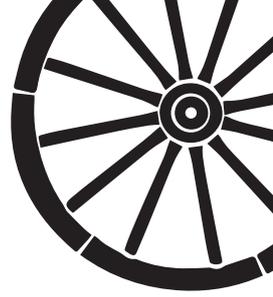
The museum, like our education programs, explore how changes to transport and technology in Western Australia have transformed lives and shaped communities – both past and present. Students experience and understand the development of transport through hands-on, interactive experiences with real historical items.

Curriculum Links

The following West Australian Curriculum and Australian Curriculum content descriptions apply to the Learning Activities provided in these resources. We have indicated each link and elaboration by Learning Activity.

HASS – HISTORY		Activity no's
Knowledge and Understanding	PRESENT AND PAST FAMILY LIFE Differences in family sizes, structures and roles today and how these have changed or remained the same over time (ACHASSK028) Elaboration Considering a range of family structures.	1, 2, 3
	How the present, past and future are signified by terms indicating time as well as by dates and changes that may have personal significance (ACHASSK029) Elaboration Predicting, using knowledge of the past and present and ordering these references to time in sequence using terms such as 'before', 'after', 'next', 'then', 'a long time ago', and 'then and now'.	4 6
	Elaboration Exploring how cultures recognise significant events.	7, 8
	Elaboration Identifying dates and changes that have personal significance (for example, birth dates, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to students' cultural backgrounds.	7, 9
	The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030) Elaboration Comparing and commenting on photographs to find out how daily lives have changed.	3, 4, 11
	Elaboration Comparing what has changed over time (for example, homes, family traditions, leisure, etc)	3, 4, 9, 10, 11, 12, 13, 14

HUMANITIES AND SOCIAL SCIENCE SKILLS		Activity no's
Questioning and Researching	Reflect on current understanding of a topic (WAHASS013)	1, 2, 3
	Pose questions about the familiar and unfamiliar (WAHASS14)	2, 3, 4
	Locate information from a variety of provided sources (WAHASS15)	4, 7, 9
	Sort and record selected information and/ or data (WAHASS16)	9, 10
Analysing	Identify relevant information (WAHASS17)	2, 4, 12
	Process information and/or data collected (WAHASS18)	6, 10
	Explore points of view (WAHASS19)	7, 8, 11, 12
	Represent collected information in different formats (WAHASS20)	12
Evaluating	Draw conclusions based on information displayed (WAHASS21)	2, 3, 4, 9, 10, 11, 12, 13
	Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) (WAHASS22)	2, 3, 4
Communicating and reflecting	Present findings in a range of communication forms, using relevant terms (WAHASS23)	9, 11
	Develop texts (e.g. retell, describe personal stories) (WAHASS24)	6, 12
	Reflect on learning and respond to findings (WAHASS25)	9, 11, 12, 13, 14
GENERAL CAPABILITIES		Activity no's
Personal and social capability	Self-awareness	5
	Self-management	
	Social management	



Learning Activity 1:

WHAT IS A FAMILY?

Introduce your students to the theme of 'family' with a video and class discussion about families.

Instructions

1. In a group setting, ask the students to volunteer answers to the question, '**What** is a family?'
2. Introduce the video to your students, explaining that it will show children talking about family.
3. After watching, discuss anything that the students enjoyed or remembered about the video.
4. Remind your students that, in the video, the children answered some questions about family. As a class, discuss the same questions using 'wh' words:
 - **Who** is in your family?
 - **Where** are your family from?
 - **What** is the best thing about your family?

Resources

- Projector or screen to watch video
- 'What is family?' video from the Australian Institute of Family Studies

Links:

<https://youtu.be/ldyGAjj2xAw>
<https://youtu.be/DzlxG2B2neU>

Note: the second version has subtitles and an audio description.

Curriculum Links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK028

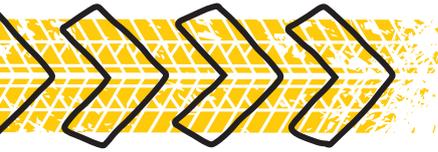
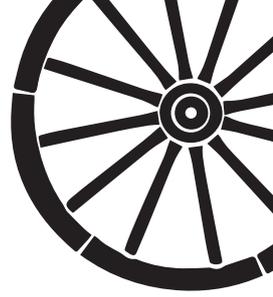
HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS013

**Extension ideas**

Have your students draw a picture or bring in a photograph of their family and ask them to label their family members by name.





Learning Activity 2:

ALL KINDS OF FAMILIES

How are family sizes and structures different? Students will use pictures of families enjoying Whiteman Park to explore a range of different family structures, looking for similarities and differences between the families pictured and their own.

Instructions

1. Before getting started, display photos of all the Whiteman Park families for the class to help introduce your students to the activity.
2. Explain to your students that families come in different structures and sizes and that you are going to look at some photographs of families who visited Whiteman Park to see this.
3. Split your class into pairs and give each pair one of the photographs to explore. In their pairs, ask your students to *Think-Pair-Share* their answers to the following questions.

Identify the members of the family:

- **Who** are the people in the family?
- **How** many children are there in the family?
- **How** many adults are there in the family?

Look at what the family are doing:

- **Where** are the family?
- **What** are they doing?

Discuss how their families are similar and different:

- **How** is this family the same as yours?
- **What** is different about this family and yours?

4. Ask each pair to share their observations with the class.
5. Finish the activity with the *All Families are Different* worksheet. Students fill in the activity sheet, exploring the different families and linking them to the correct statement.

Resources

- Colour-printed *Whiteman Park Families 1 – 10* activity resources
- Printed *All Families are Different*

Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK028

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS13
WAHASS14

Analysing
WAHASS17

Evaluating
WAHASS21
WAHASS22



WHITEMAN PARK FAMILIES 1



WHITEMAN PARK FAMILIES 2



WHITEMAN PARK FAMILIES 3



WHITEMAN PARK FAMILIES 4



WHITEMAN PARK FAMILIES 5



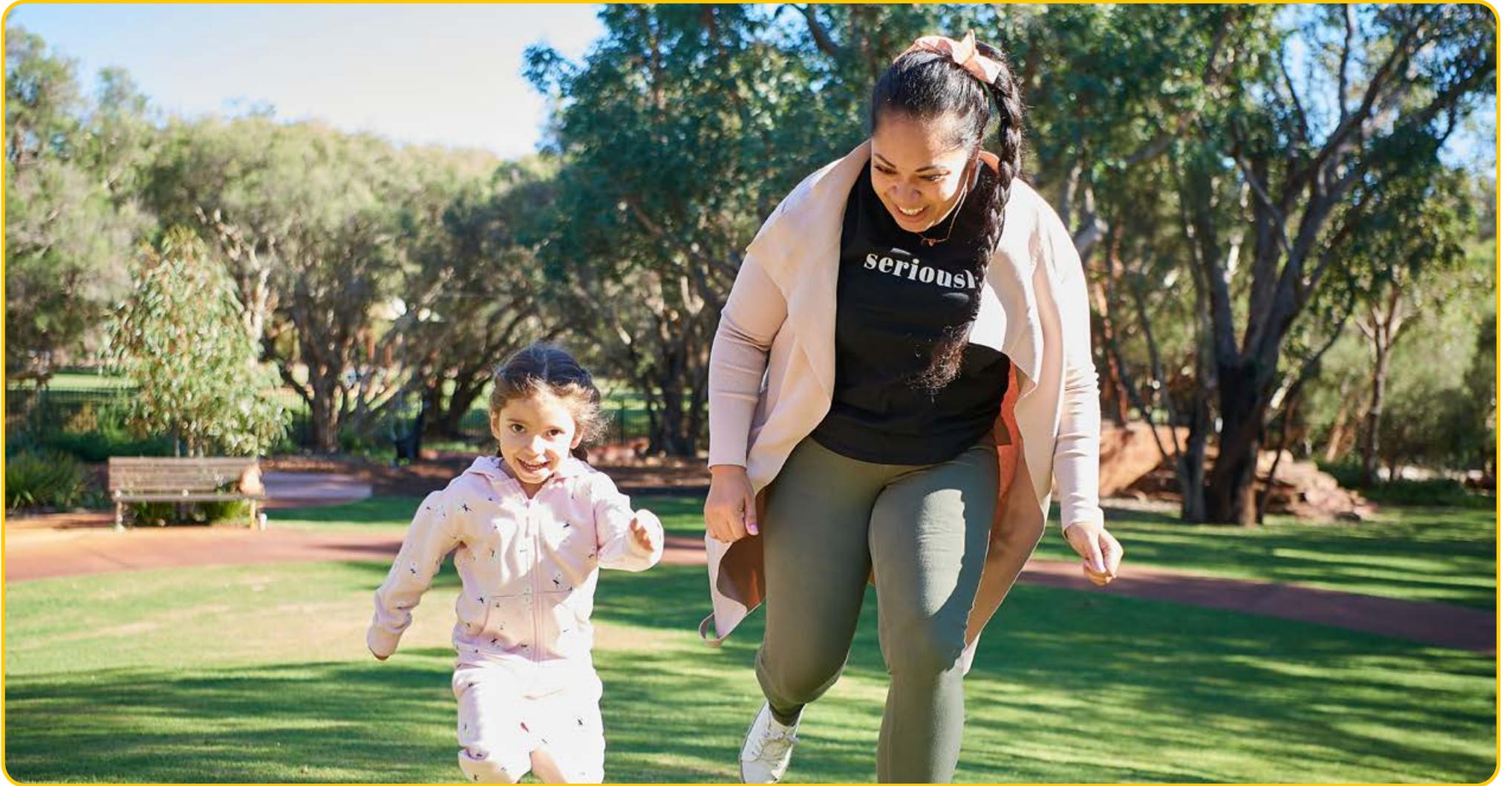
WHITEMAN PARK FAMILIES 6



WHITEMAN PARK FAMILIES 7



WHITEMAN PARK FAMILIES 8

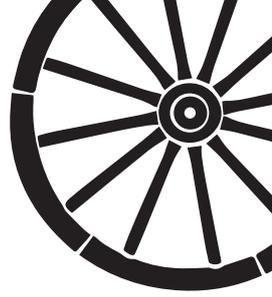


WHITEMAN PARK FAMILIES 9



WHITEMAN PARK FAMILIES 10





ALL FAMILIES ARE DIFFERENT

All families are different. Can you find a family that shows...



four children

a mum with
blond hair



everyone
cooking



a family pet



a boy with
his mum



two girls
and a boy



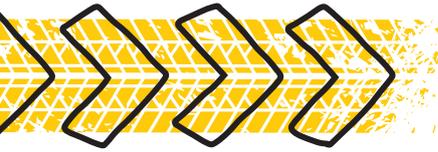
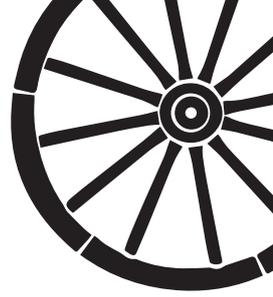
a grandma

two mums



NAME: _____





Learning Activity 3:

ARE YOU LIKE ME?

Introduce your students to posing questions about people in the present and in the past and comparing what has changed over time. Using a picture of the Singh family who recently visited Whiteman Park and the Etkins family from the past, they will explore these similarities and differences.

Introduction

Explain to the class that families come in all shapes and sizes and they have always done so over time.

Instructions

1. As a class, look at the photograph of the Singh family, using a Smartboard or printed copies.
2. Ask your students to look at the photo and try to answer these questions.

Identify the members of the family:

- **Who** are the people in the family?
- **How many** children are there in the family?

Look at what the family are doing:

- **Where** are the family?
- **What** are they doing?
- **What** are they wearing?

Discuss how their families are similar and different:

- **How** is this family the same as yours?
- **What** is different about this family and yours?
- **Where** do you go with your family?
- **What** do you like to do?

3. Distribute the first *My Family: Same or Different?* worksheet to each student and have them fill it in, following the prompts given to complete a sentence about their family. Ask them to circle if their family is the *same* or *different* to the Singh family after each sentence.
4. Now show the class the photo of the Etkins family. Explain to them that this family lived in the past (noting that the original black and white photo has been recoloured for this activity).
5. Repeat Step 2 above, using the Etkins family photo to identify the family members, what they are doing and how this family is similar or different to their own families.
6. Next, distribute the *My Family: Same or Different?* worksheet for the Etkins family to the class. Have your students complete the activity, following the prompts to compare if their own family is the *same* or *different* to the Etkins family.
7. How were the answers different between the Singh family and Etkins family?

Resources

- Singh Family activity resource
- Etkins Family activity resource
- Colour-printed *My Family: Same or Different?* worksheets

Note: The photographs from the past used in this activity have been digitally recoloured.

Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK028
ACHASSK030

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS13
WAHASS14

Evaluating
WAHASS21
WAHASS22



SINGH FAMILY



ETKINS FAMILY



MY FAMILY: SAME OR DIFFERENT? 1



This family has two children.

Same

My family has _____ children in it.

Different

This family likes to go on a train ride.

Same

My family likes to _____.

Different

There are eight people in this family.

Same

There are _____ people in my family.

Different



This boy lives with his Mum and Dad and his Grandad and Grandma and his Aunt and Uncle.

Same

I live with _____.

Different

This boy has a brother.

Same

I have _____.

Different

This boy has black hair.

Same

I have _____.

Different

NAME: _____



MY FAMILY: SAME OR DIFFERENT? 2



This family has seven children.

Same

My family has _____ children in it.

Different

This family likes to go on a picnic.

Same

Does your family like to go on picnics? _____.

Different

There are ten people in this family.

Same

There are _____ people in my family.

Different



This man has a tram driver's hat. He drives a tram.

Same

When I grow up I want to be a _____.

Different

Grandma has made the picnic.

Same

In my family, _____ makes the food.

Different

This boy has a cricket bat. He likes to play cricket.

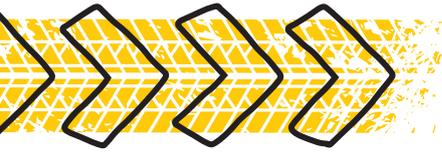
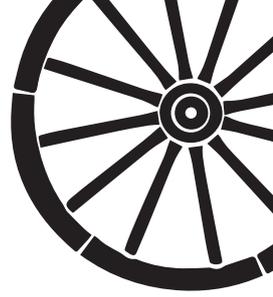
Same

I like to play _____.

Different

NAME: _____





Learning Activity 4:

HOW DO WE KNOW?

Looking at pictures of Australian families from now and a long time ago, students work to spot the differences between them. Using historical language, they will draw conclusions on how families from the past are similar and different to families today.

Introduction

Using photos of different families, we are going to compare families from the past and now.

Instructions

1. In groups or pairs, give students one of the five *Now and Then Families* worksheets. Explain to the class that each worksheet has two photos of different families – one was taken this year, and one was taken a long, long time ago. (Please note that the old photographs have been coloured so that students understand that there was colour in the past and that there are other ways to tell if a photograph is from the past instead of relying on it being in black and white).
2. Ask the students to identify and name the different members of the families in their photos.
 - Can they work out **which** family is from now and **which** family is from a long time ago?
 - Ask the children to think about **how** the families are different?
 - Can they identify something that is the **same** about the families?
3. Allow the class time to complete the activity sheet, filling in all they can compare and contrast between the images.
4. Get each pair or group to share their observations with the class. Encourage your students to use the words '**now**' and '**then**' when describing the differences and similarities they see.

Resources

- Printed *Australian Families: Then and Now 1–5* worksheets.

Note: The photographs from the past used in this activity have been digitally recoloured.

Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK029
ACHASSK030

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS14
WAHASS15

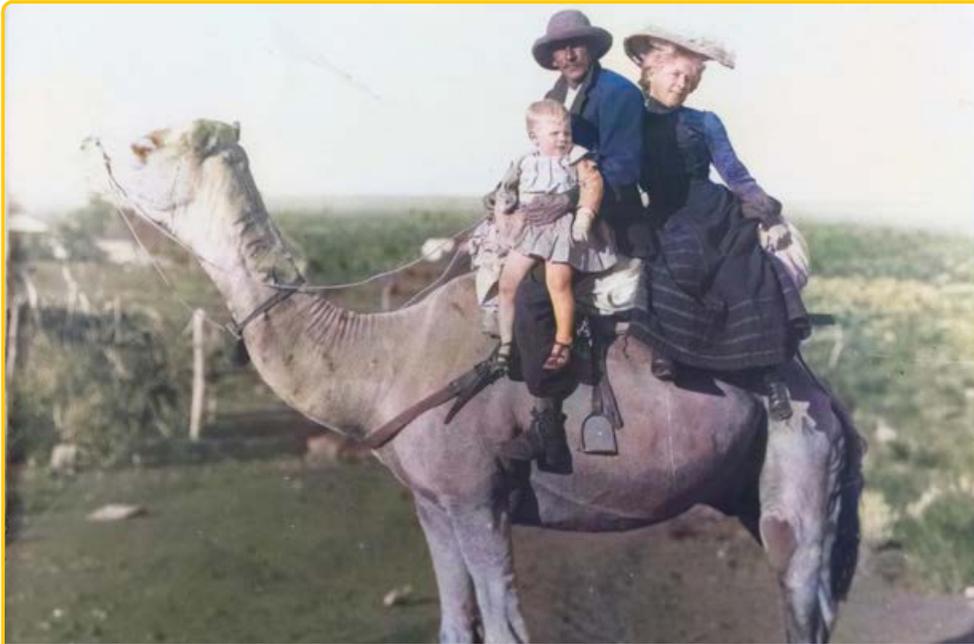
Analysing
WAHASS17

Evaluating
WAHASS21
WAHASS22



Australian Families:

THEN AND NOW 1



Is this from:

Now

Then



Is this from:

Now

Then

What is the same? _____

What is different? _____

NAME: _____



Australian Families:

THEN AND NOW 2



Is this from: Now Then



Is this from: Now Then

What is the same? _____

What is different? _____

NAME: _____



Australian Families:

THEN AND NOW 3



Is this from: Now Then



Is this from: Now Then

What is the same? _____

What is different? _____

NAME: _____



Australian Families:

THEN AND NOW 4



Is this from: Now Then



Is this from: Now Then

What is the same? _____

What is different? _____

NAME: _____

Australian Families:

THEN AND NOW 5



Is this from:

Now

Then



Is this from:

Now

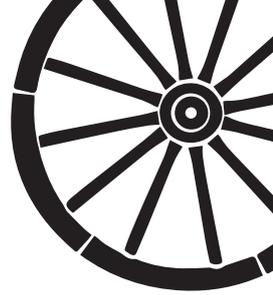
Then

What is the same? _____

What is different? _____

NAME: _____





Learning Activity 5:

VISIT PREPARATION

This social story is designed to prepare students for their visit to Revolutions Transport Museum and the *Bill and Beryl's Big Day Out* education program. Students are introduced to the places, experiences and expectations they will encounter on their visit.

Instructions

1. Explain that Whiteman Park has sent a presentation so that the class can learn about their visit before they go.
2. Play the presentation for the students.
3. Discuss as a class what they have learned and any questions they have.



Resources

- Projector or screen to watch presentation
- Our Bill and Beryl's Big Day Out Visit* presentation

Curriculum links

GENERAL CAPABILITIES

- Personal and Social Capability
- Self-awareness
- Self-management
- Social management

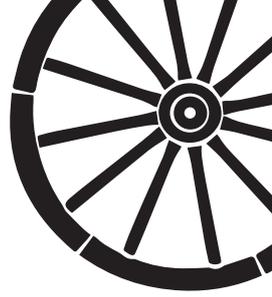


Extension ideas

Find out more about Revolutions Transport Museum. The class can learn more about the Museum via these sites:

- [Revolutions Transport Museum](http://www.revolutionsmuseum.com.au) | Whiteman Park (whitemanpark.com.au)
- [Revolutions Transport Museum](https://www.facebook.com/revolutionsmuseum) | Facebook ([facebook.com](https://www.facebook.com))
- [Transport Museums Whiteman Park](https://www.youtube.com/watch?v=...) | Destination WA (YouTube)





Want to enjoy the rest of these resources?

Book your class into this program at Whiteman Park
and our team will send you the full booklet!



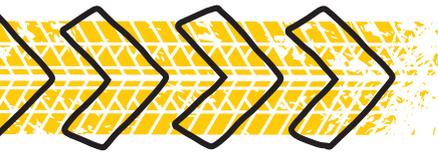


IMAGE ACKNOWLEDGEMENTS

Image	Page	Source
	24	State Library Victoria H2005.34/630 <i>Picnicking group.</i> Photographer: Brice, T.J.H. Courtesy of Mr John Etkins. https://find.slv.vic.gov.au/permalink/61SLV_INST/1sev8ar/alma9918021423607636
	29	Western Australian Museum GM01002 <i>Charlie Wilson, Jessie and child Jack seated on a standing camel.</i> Western Australian Museum, Dwyer and Mackay collection https://museum.wa.gov.au/online-collections/object/gm01002
	30	Museum of Chinese Australian History Collection P00315 <i>Members of the Chinn Family 1903</i> Donated by Frank Chinn https://www.chia.chinesemuseum.com.au/objects/D000448.htm
	31	State Library of Queensland Neg. no. 40104 <i>Young girl with her father in a living room surrounded by children's toys, Hughenden, Queensland.</i> https://onsearch.slq.qld.gov.au/permalink/61SLQ_INST/1dejkd/alma99183765025602061
	32	State Library Victoria H2009.60/21 <i>Two women with four children enjoying a picnic.</i> http://handle.slv.vic.gov.au/10381/45337
	33	State Library of South Australia B38328 <i>Adelaide Moosha with her children.</i> Marree Collection. https://www.catalog.slsa.sa.gov.au:443/record=b2029045~S
	46	Science Museum Group 10319547 <i>Lady and gentleman riding ordinary bicycles with Starley wheels, 1874</i> https://www.scienceandsociety.co.uk/results.asp?image=10319547
	47	State Library Victoria H84.200/87 <i>Family on horses/children standing.</i> http://handle.slv.vic.gov.au/10381/42505

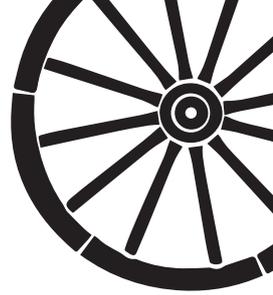


Image	Page	Source
	48	State Library of South Australia B 62161 Members of the Morcom family, 1906. https://collections.slsa.sa.gov.au/resource/B+62161
	49	State Library Victoria H82.184/18 Whole length portrait of a boy seated, girl standing and baby seated in a children's cart. Photographer: Jones, Albert. http://handle.slv.vic.gov.au/10381/39875
		Revolutions Transport Museum, WAPC MLCW-Last muster-mounted Lew Whiteman's last muster at Mussel Pool, 1970s. Warman Red Album.
	57	Revolutions Transport Museum, WAPC Walker album- 010 Lew Whiteman and Stagecoach. Courtesy of the Walker family.
	61	State Library of Western Australia 087231PD Children playing outside with pets and toys. Mann family collection of photographs. https://purl.slwa.wa.gov.au/slwa_b2790234_1
	64	State Library Victoria H84.461/50 Family picnic with a baby in a pusher. Photographer: O'Brien, Robert http://handle.slv.vic.gov.au/10381/41901
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